



## Kū, Pū, Kupu!

### Whakamāramatanga

He rauemi tēnei mā te kaiako reo Māori. Kua tiki poka noatia ētahi kupu 100 - he kupu auau te puta, he tūmahī, he tūhūa, ā, he momo kare ā-roto anō hoki. He pūkei kāri tēnei rauemi nei e taea ai te whakamahi hei tautoko i te ākongā ki te ako kupu hou, ka mutu, ki te ako i te reo Māori.

Kua puta ētahi o ēnei kupu i He Raurau Kupu - He Puna Kupu mā te Hunga Ako i roto i Ngā Kaupapa Rumaki Reo Māori (nā Haemata Ltd.), i te *High Frequency Word Lists | 1000 Frequent Words of Māori* hoki.

### Overview

This resource has been developed for Māori language teachers. We have randomly selected 100 words – some are high frequency words, some are verbs, others are adjectives, and some describe feelings. This deck of cards has been developed to support students in learning new vocabulary and, ultimately, in learning te reo Māori.

The words have been selected from two main resources, *He Raurau Kupu – He Puna Kupu mā te Hunga Ako i roto i Ngā Kaupapa Rumaki Reo Māori* (by Haemata Ltd.), and the *High Frequency Word Lists | 1000 Frequent Words of Māori*.

1

chair

bed

table

bucket

## Hei Whakamahi | Suggestions for Use

(For full instructions, visit [akopanuku.tki.org.nz/kupu](http://akopanuku.tki.org.nz/kupu))

### 1. Pronunciation

Each student selects a card and reads aloud ensuring correct pronunciation of long and short vowel sounds. If extra support is needed, encourage students to break the word into syllables, then attempt to read the whole word again.

### 2. Sentence Building

Each student selects a card, reads the word aloud and creates a sentence using the word. For extra support, use an Alpha Ladder and ask students to write their word and sentence on the chart.

### 3. Categorisation

Students work together to group the word cards into categories. These could be different contexts, or the types of words e.g., nouns, verbs, or descriptive words. Students justify their categorisation by using each word in a sentence.

### 4. Associated Words

Students take turns to pick up a card (randomly) and say the word along with any variations of the word e.g., *moe, moenga, moemoeā*.

Students work in small groups. Each student picks a card (randomly), and the group works together to think of any related words e.g., *moenga, moeroa, ngongoro*.

2



### 5. Dictionary Skills

Students use dictionaries to research words selected from the deck. Encourage students to present their findings by including the definition, what type of word it is e.g., adjective and, or a verb, and use in 1-2 sentences. For further extension, students can use dictionaries and thesauruses to find synonyms and antonyms for Māori and English words.

### 6. Introducing New Vocabulary

*Drilling* - provide a listening model for any new words you are planning to teach before showing them in any written form e.g., provided by the teacher, audio recording, or from another student. Encourage students to repeat what is heard – either in groups, pairs or individually.

### 7. Revising, Consolidating and Recycling Vocabulary

*Build a story* - Give students 3–5 word cards. Students must use the words to create a story. To support beginners, allow them to create the story in English, including the Māori word. Ensure the word is used in the correct context.

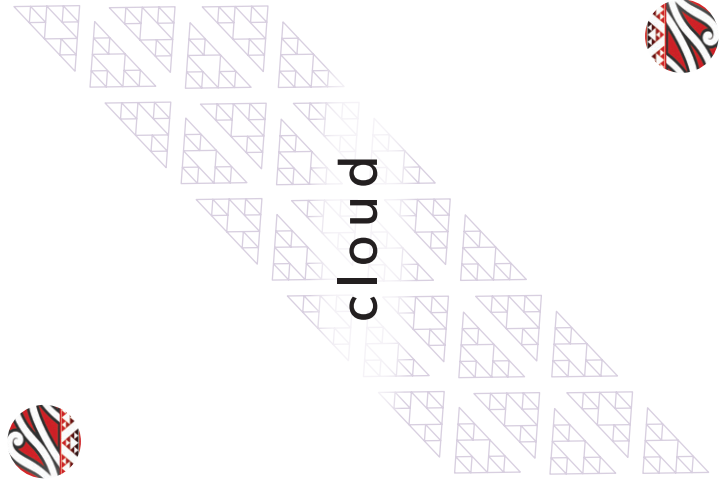
Layout all cards on a table. Students take turns to pick up as many cards as they can and use as many of the words in a single sentence. They retain the cards they have used and return the unused cards to the pack. The student with the most cards at the end, wins.

In turns, students take a card and use it in a sentence. The next student takes a card and adds it on to the previous sentence to create a story.

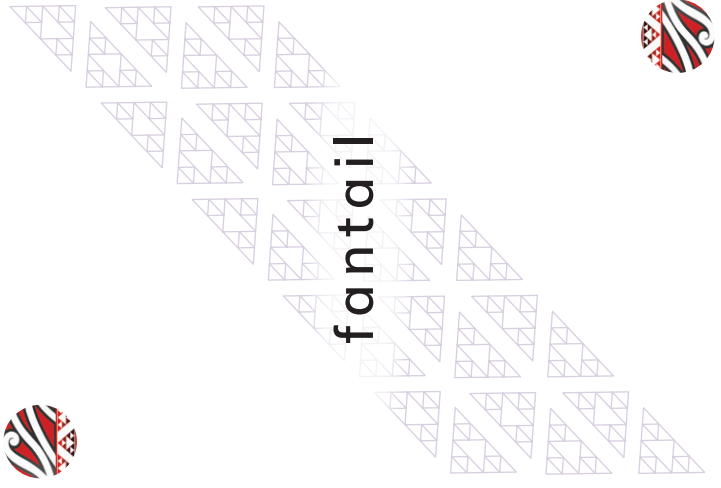
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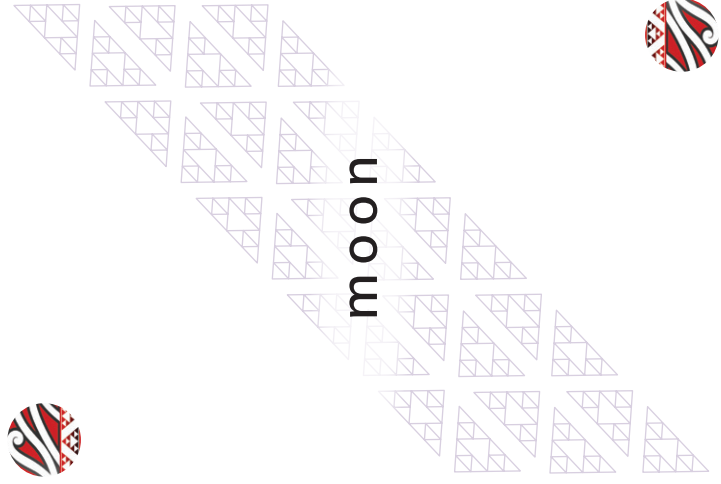




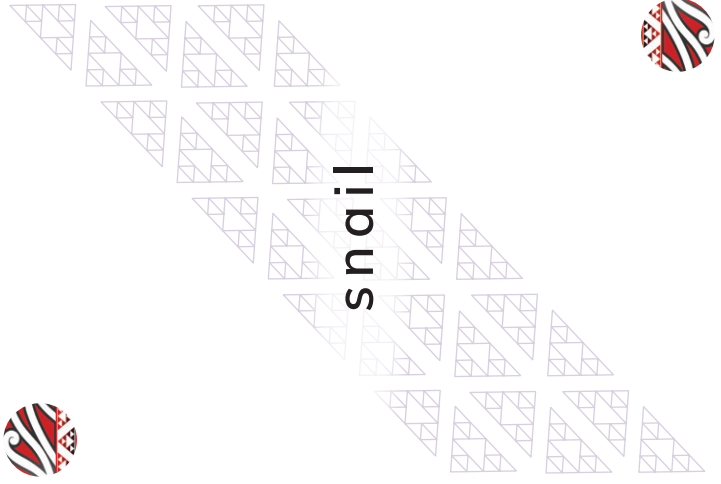
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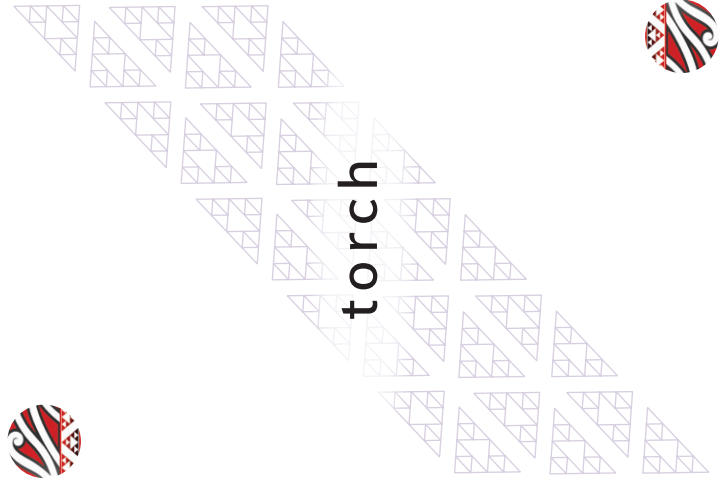
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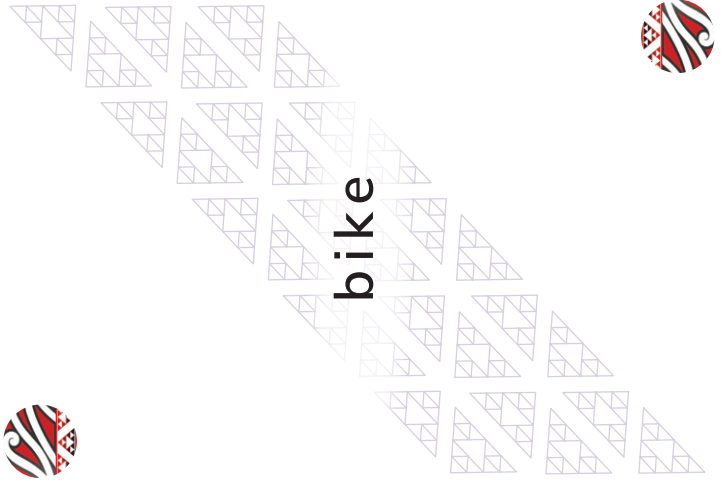
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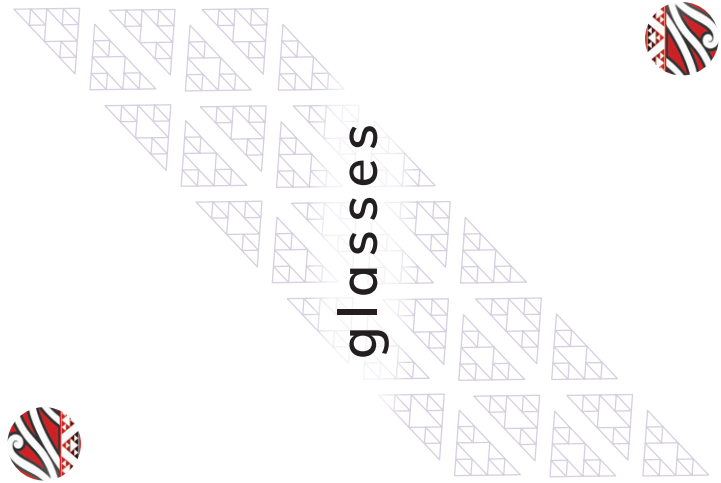
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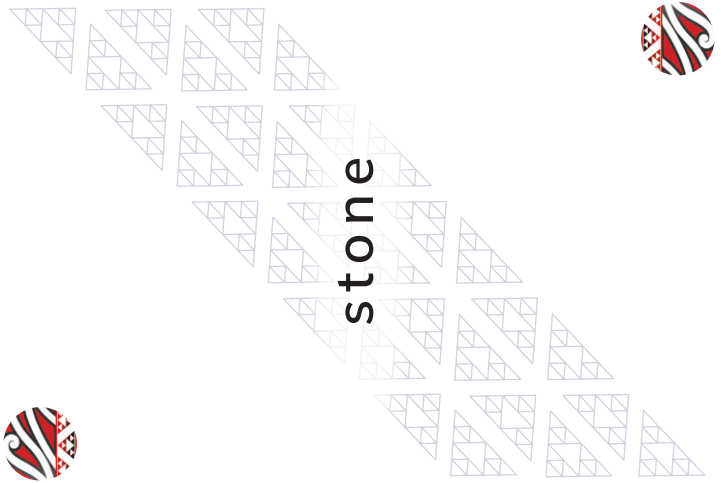
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bike



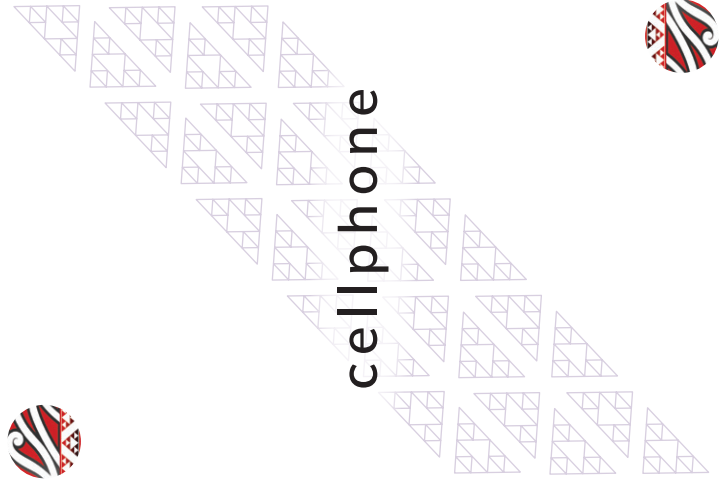
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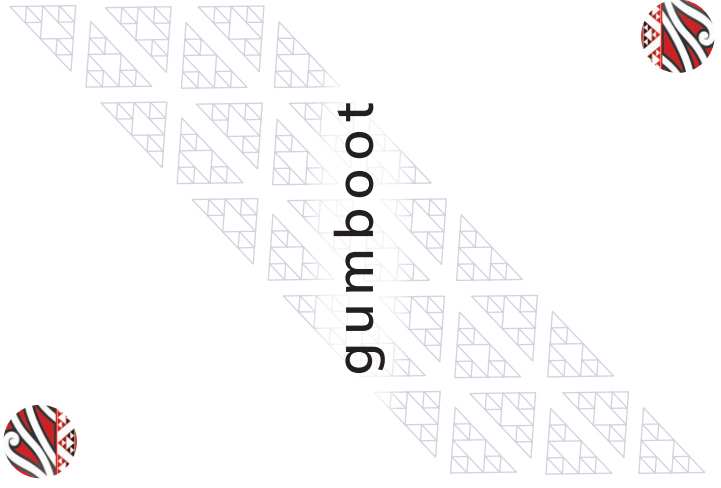
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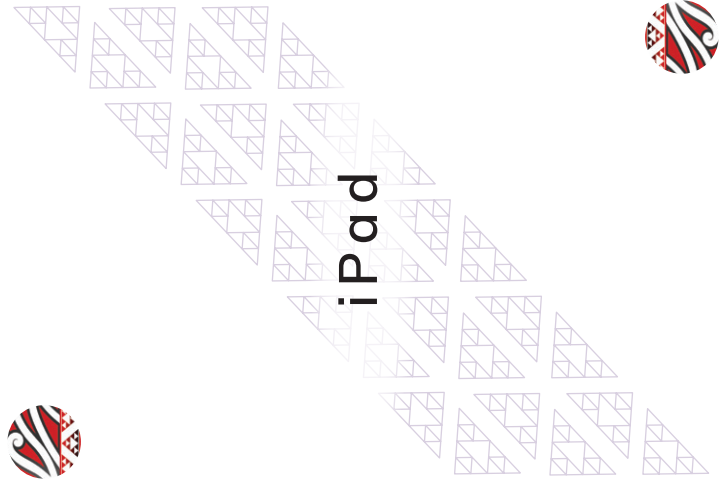




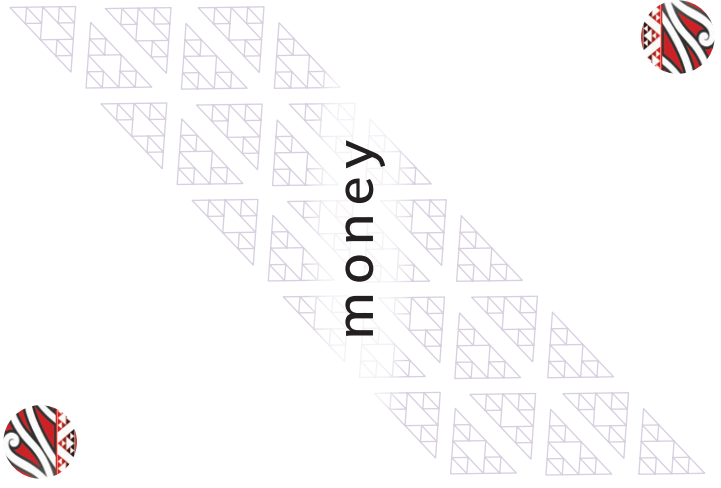
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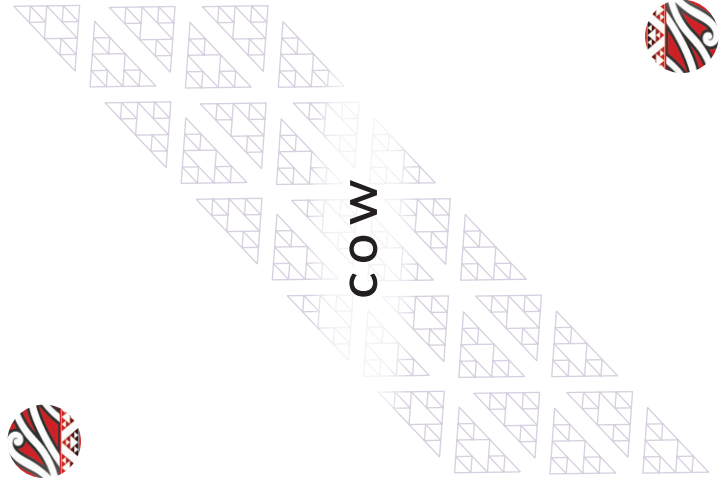
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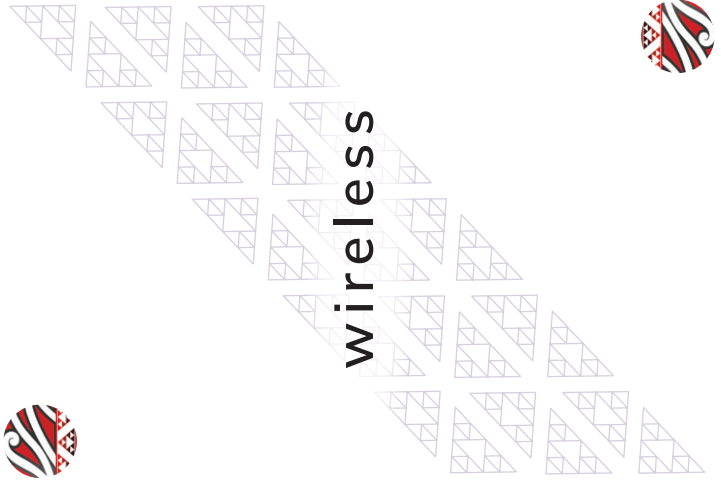
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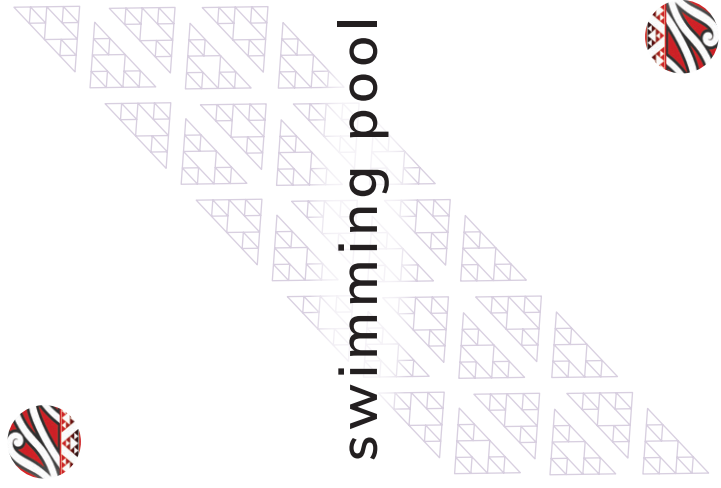
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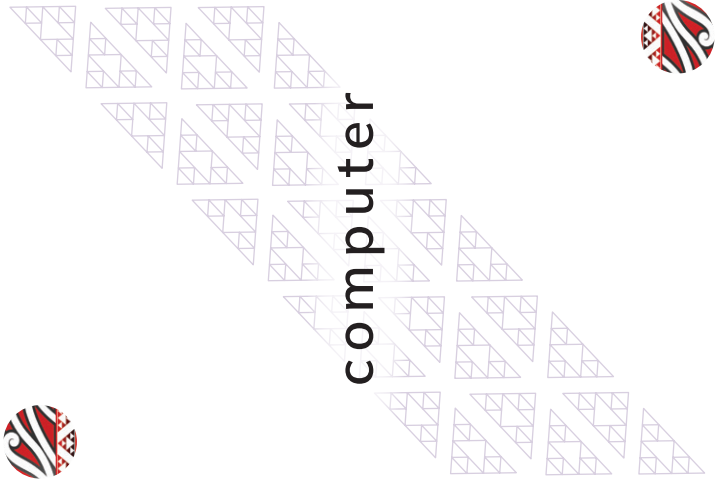
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wireless

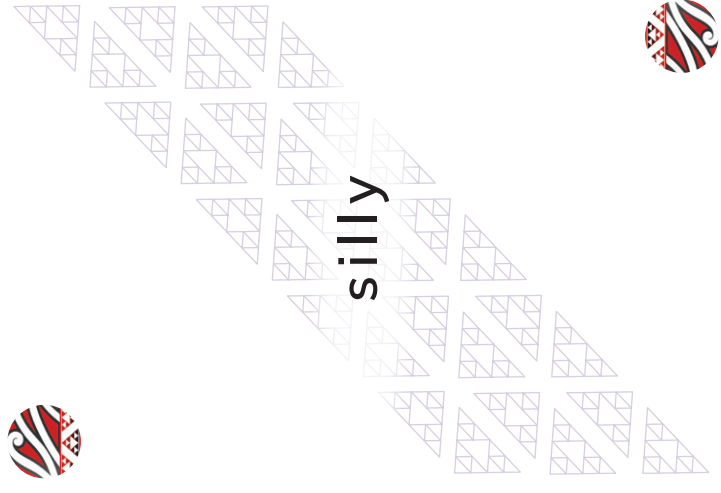


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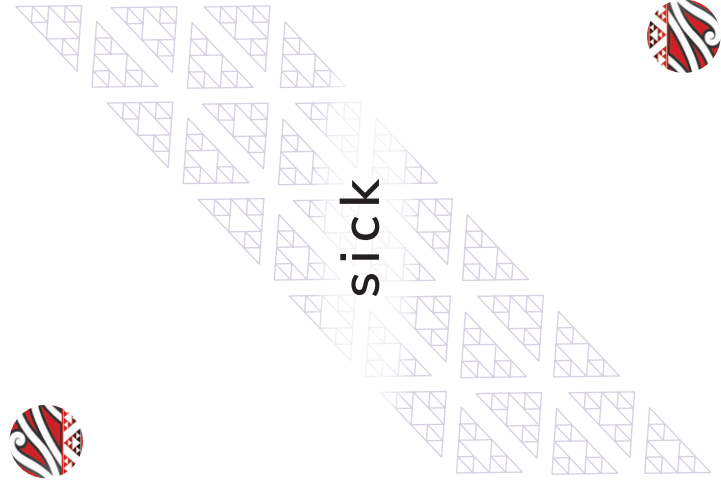


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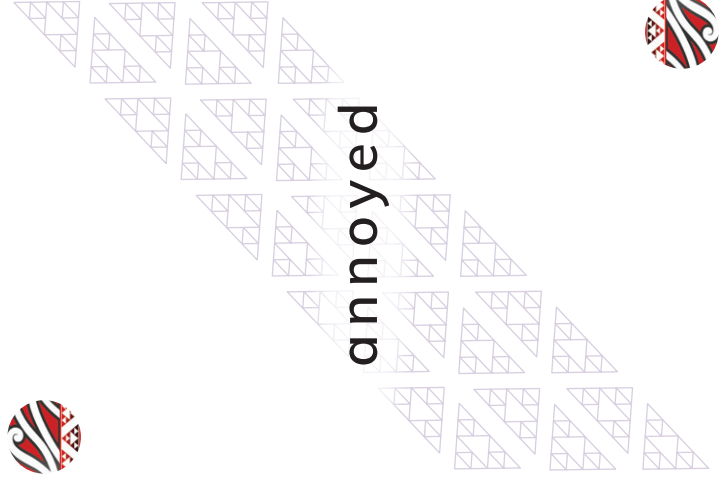




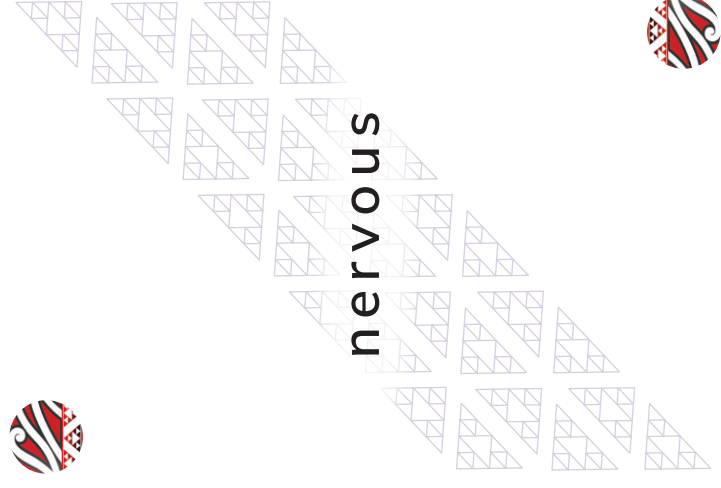
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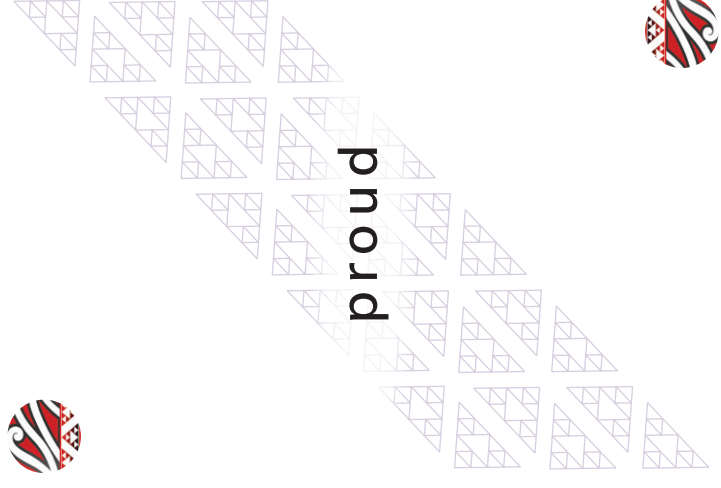
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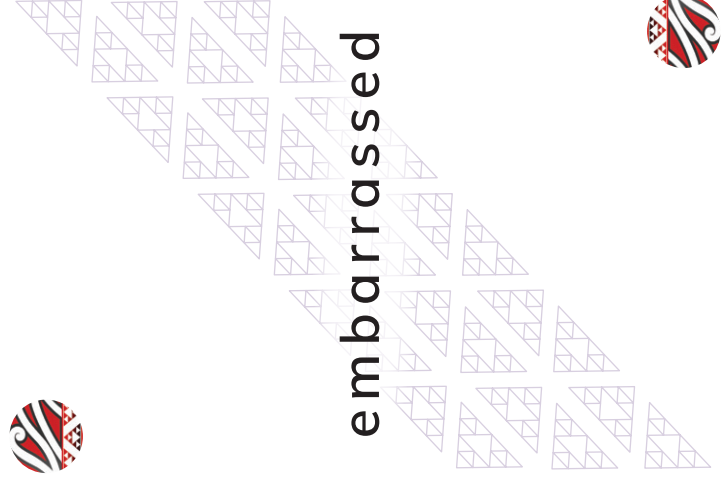
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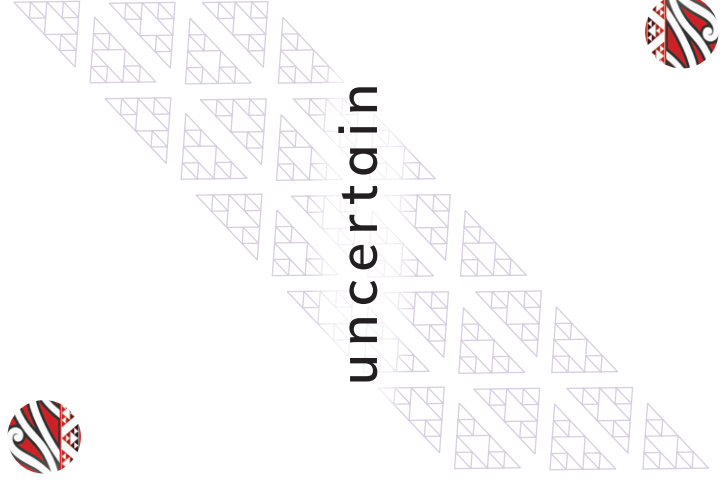
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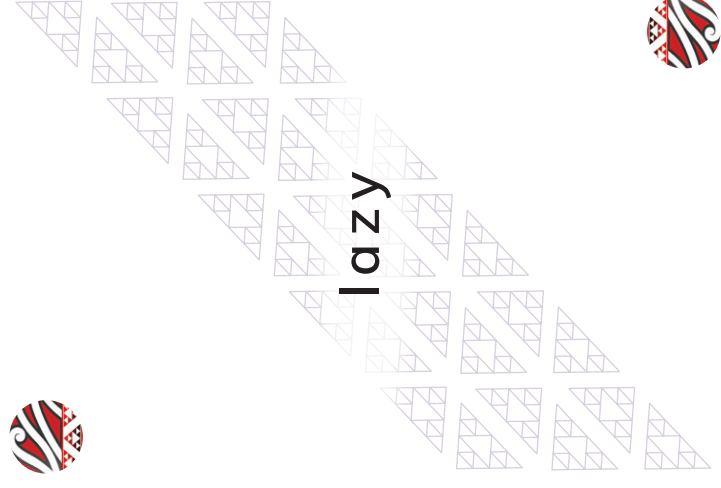
proud



embarrassed



uncertain



lazy





hungry

angry

happy

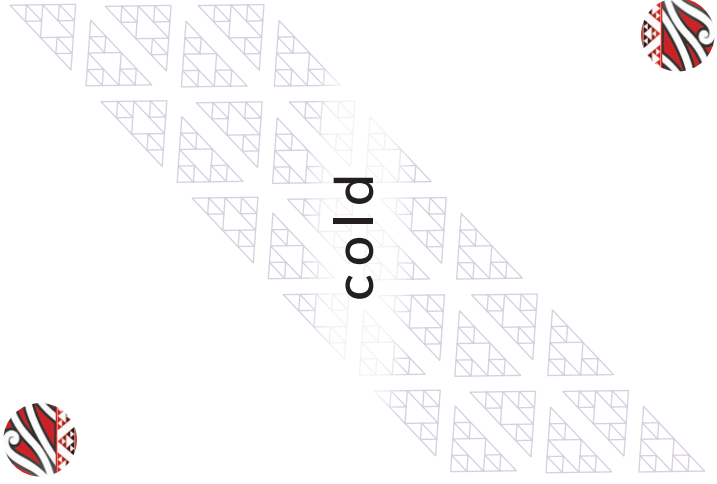
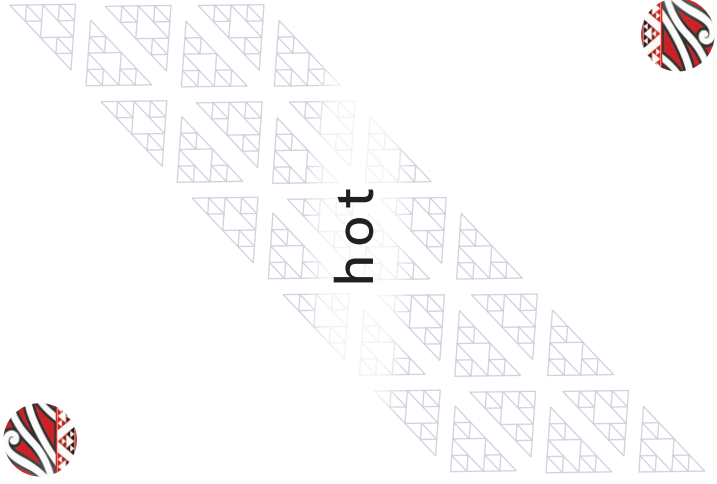
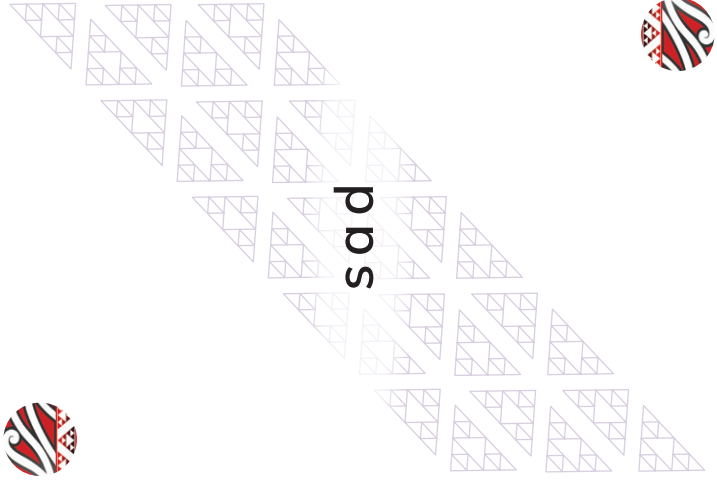
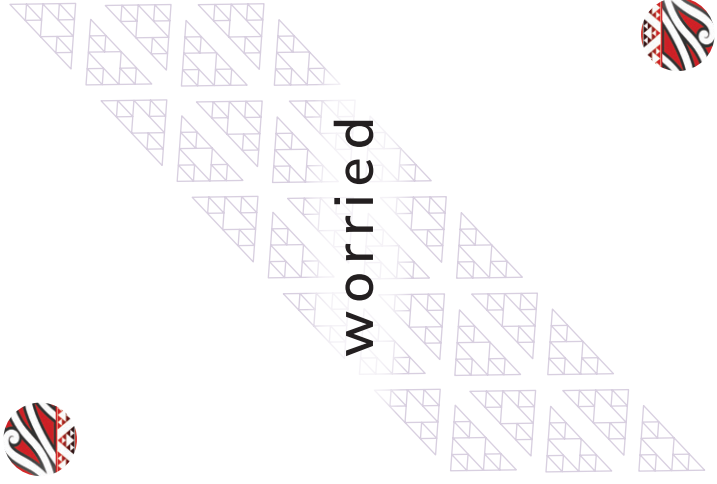
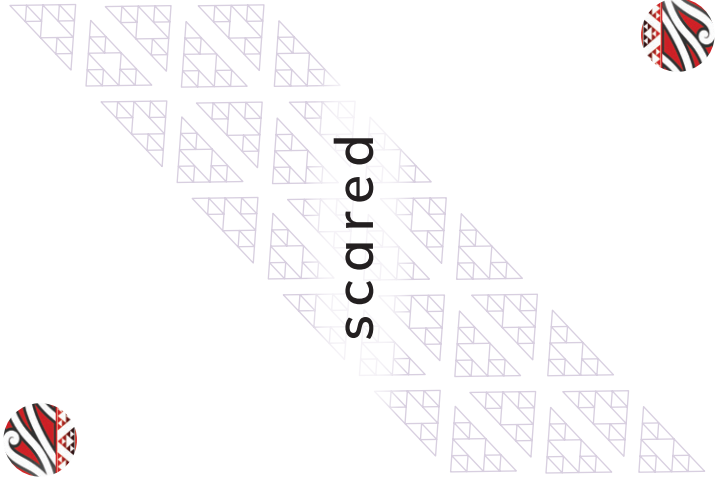
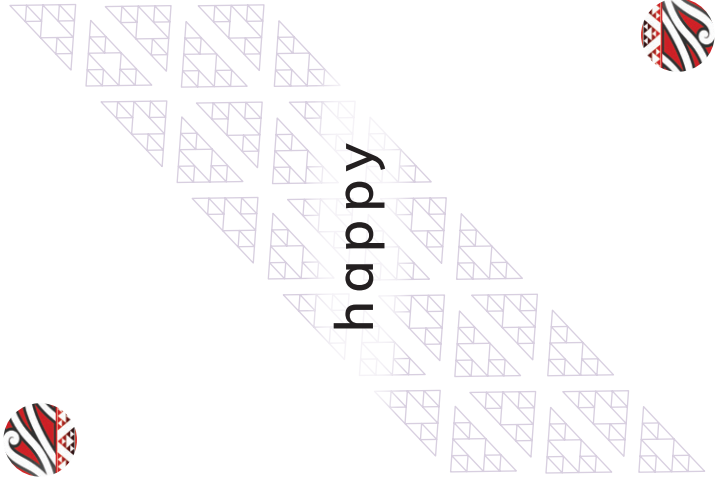
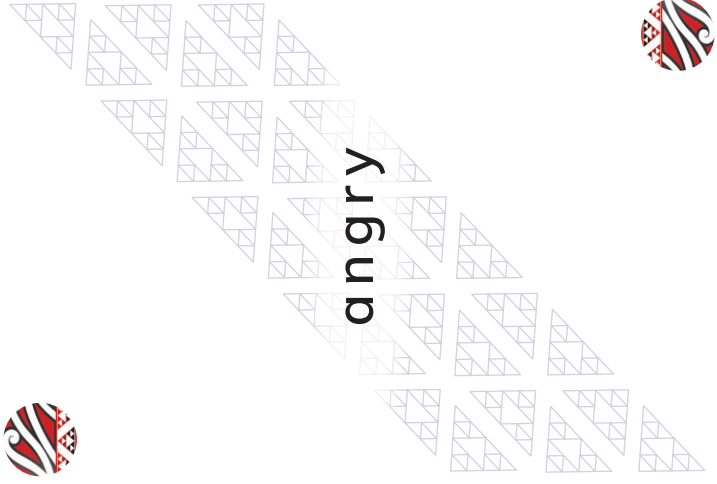
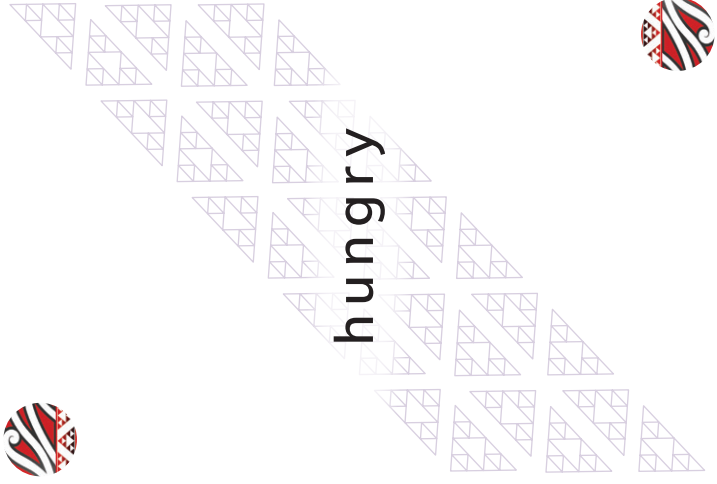
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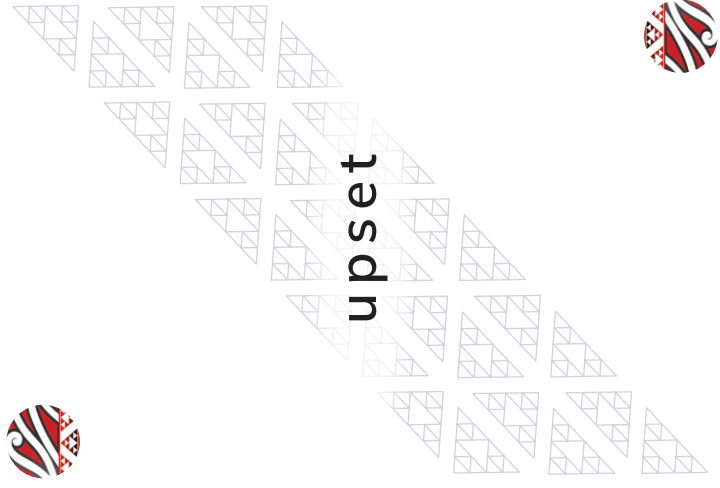
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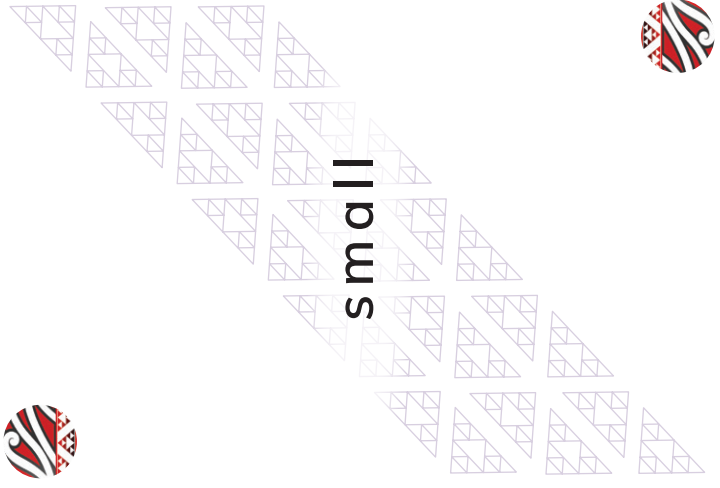
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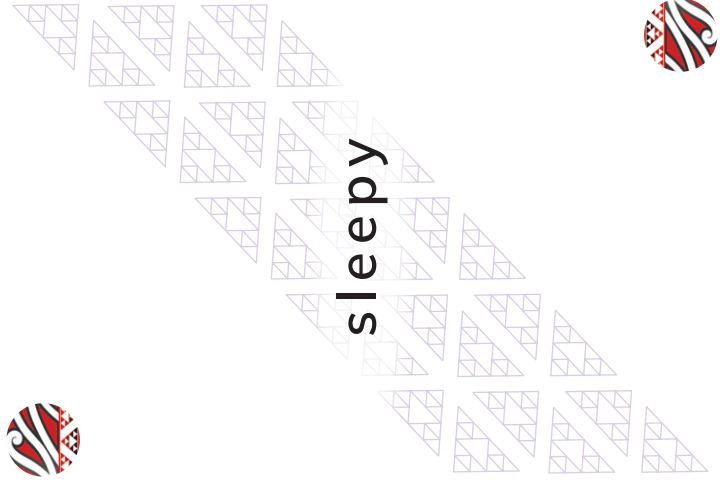




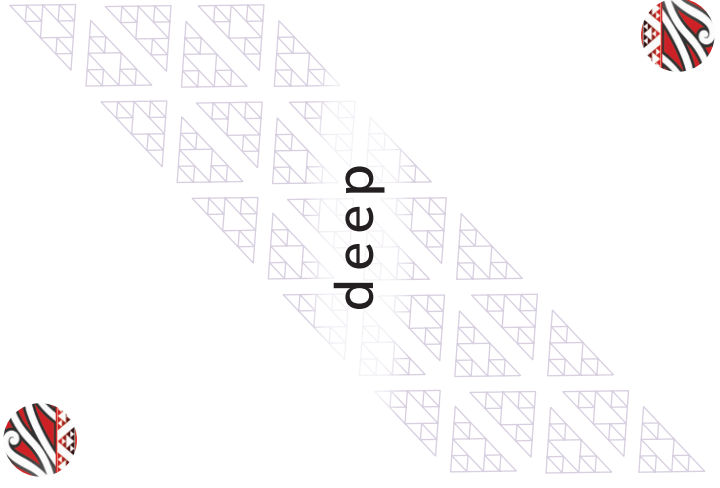
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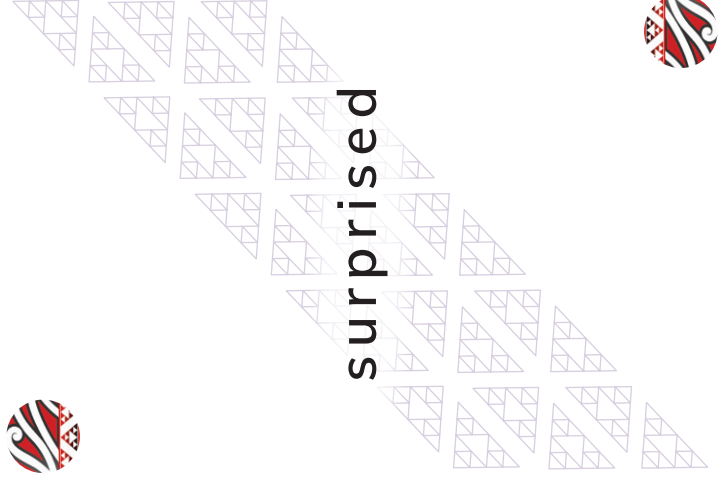
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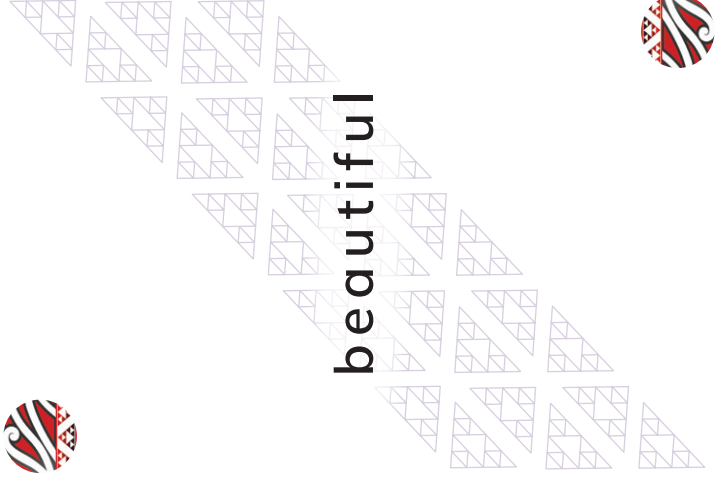
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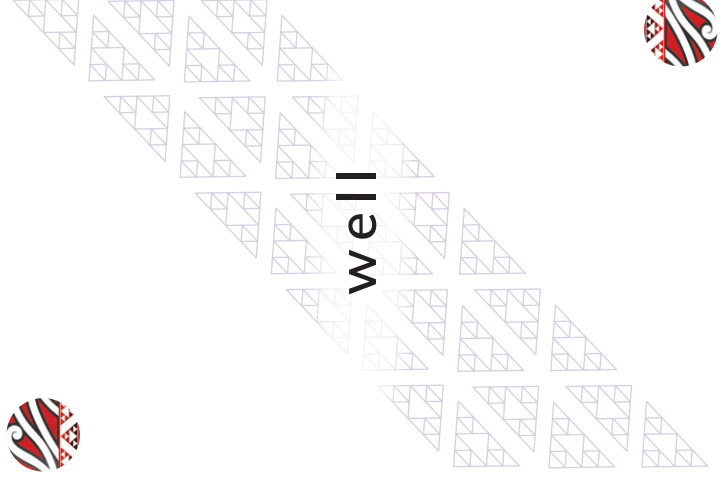
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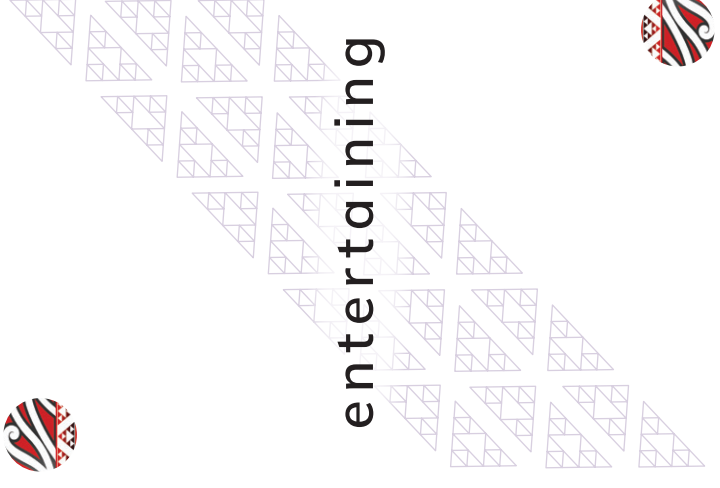
surprised



beautiful

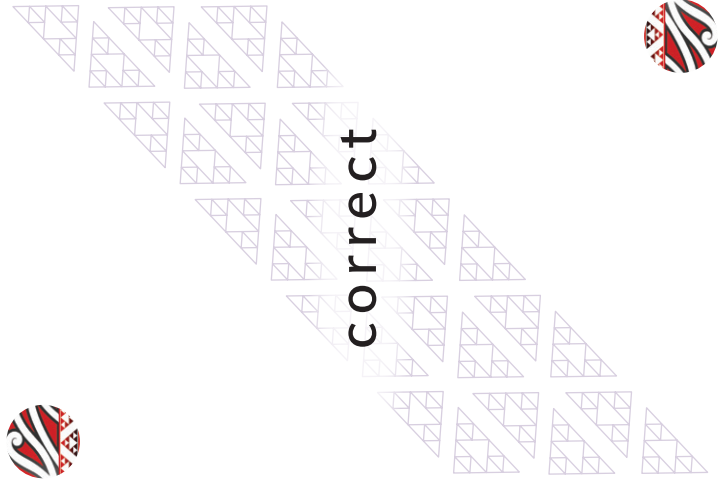


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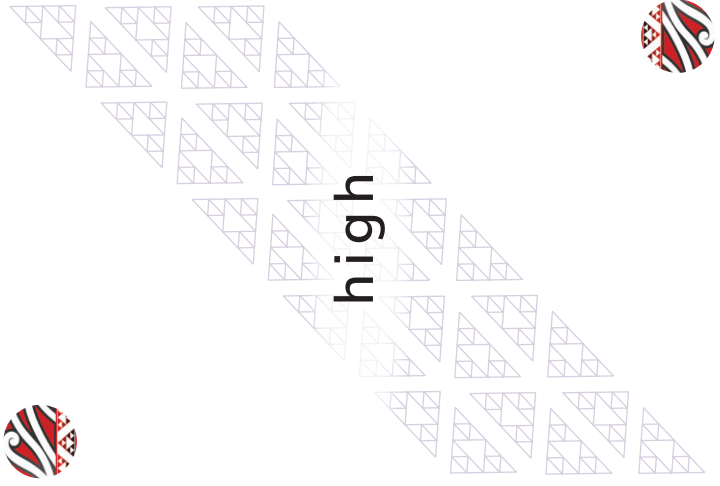


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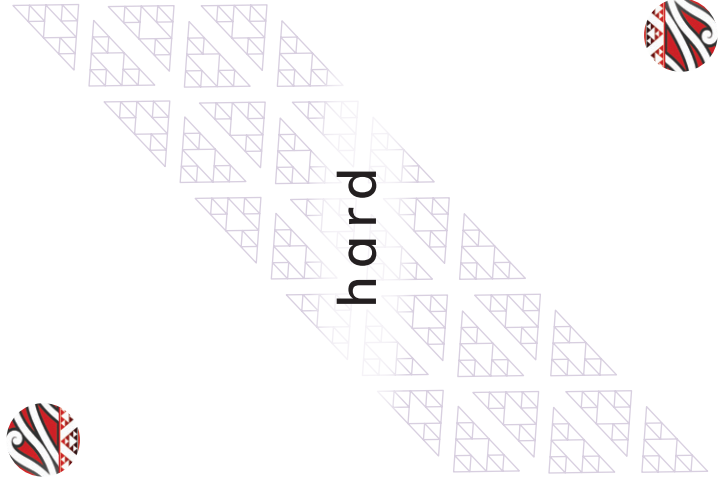




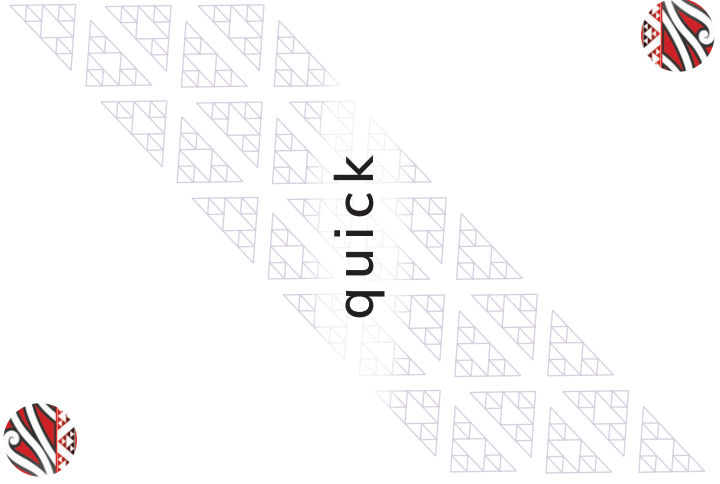
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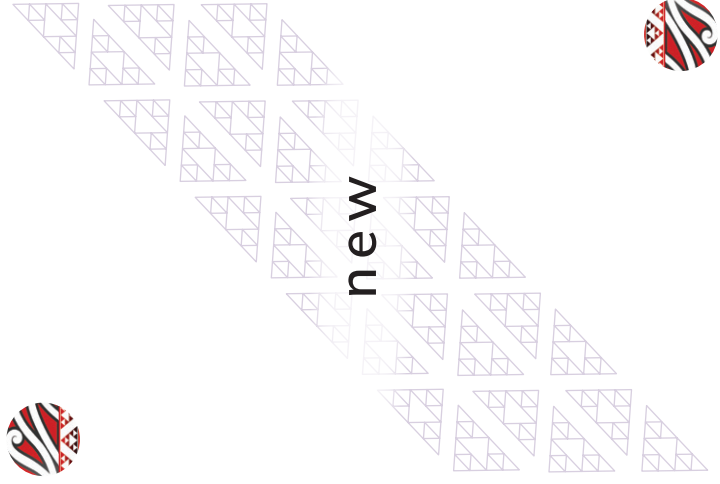
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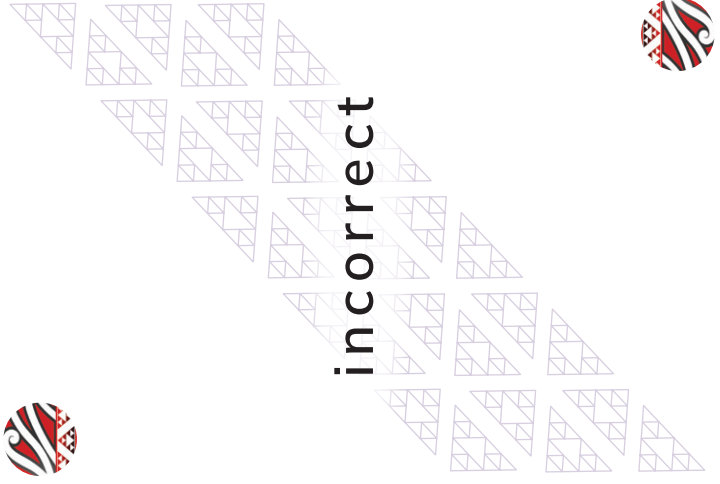
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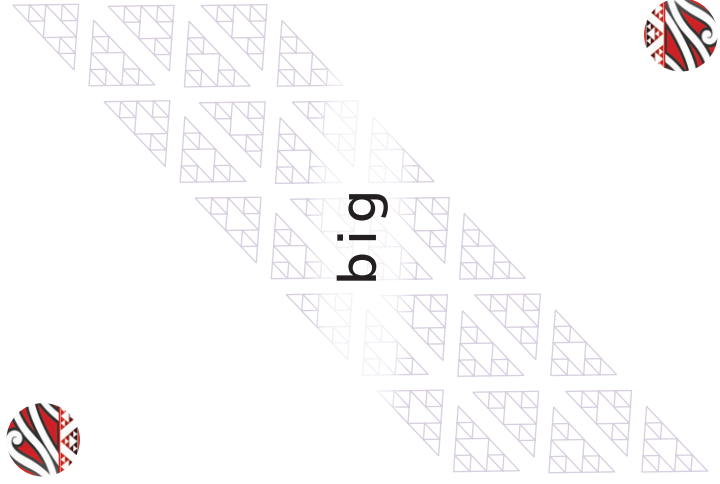
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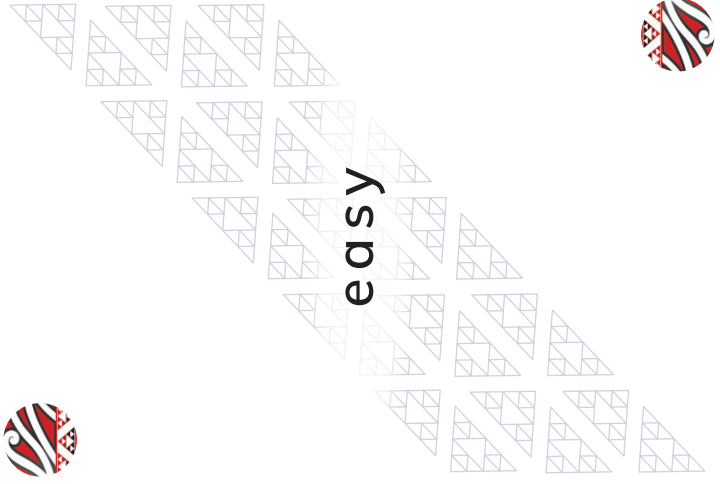
new



incorrect



big



easy





shallow

lean

dirty

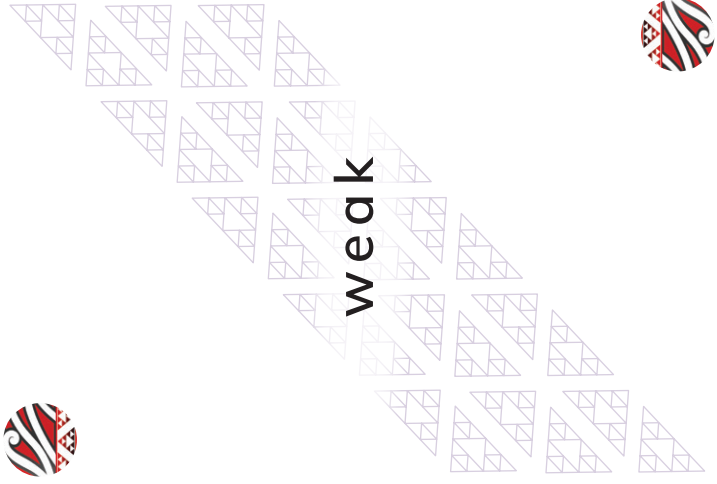
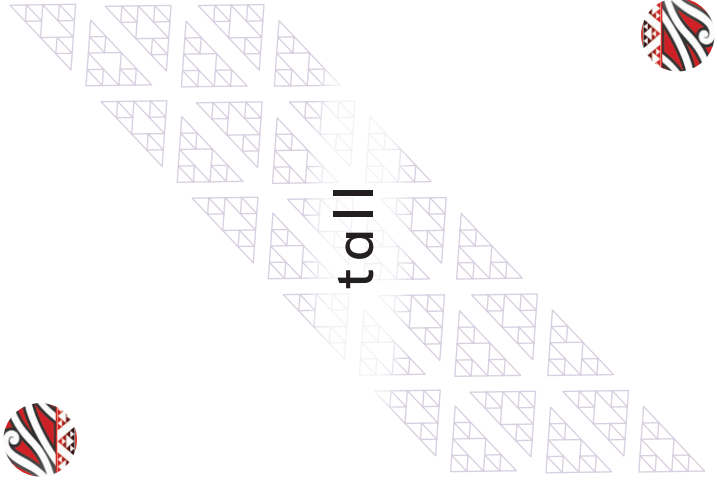
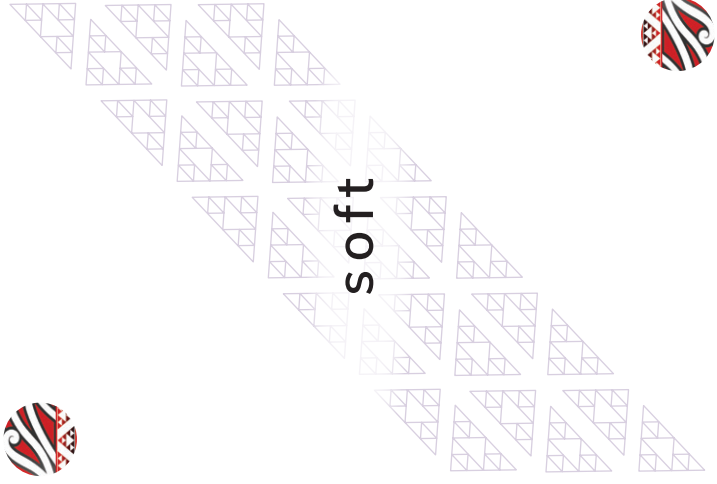
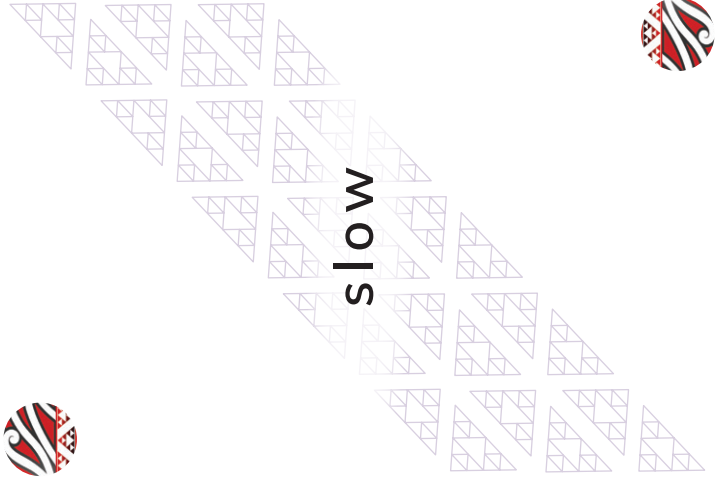
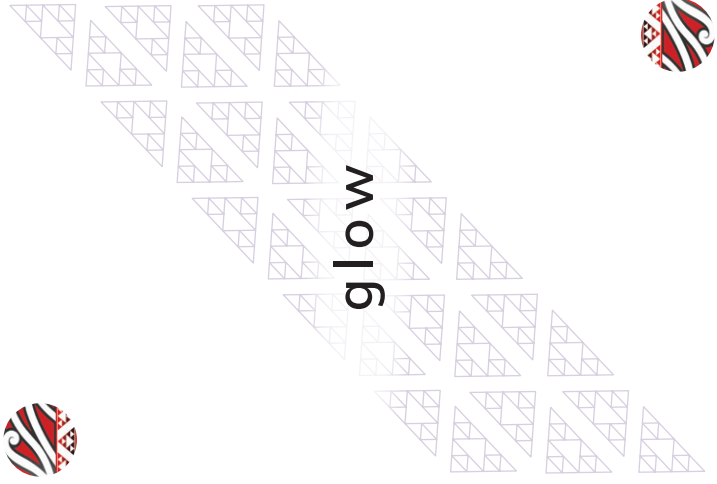
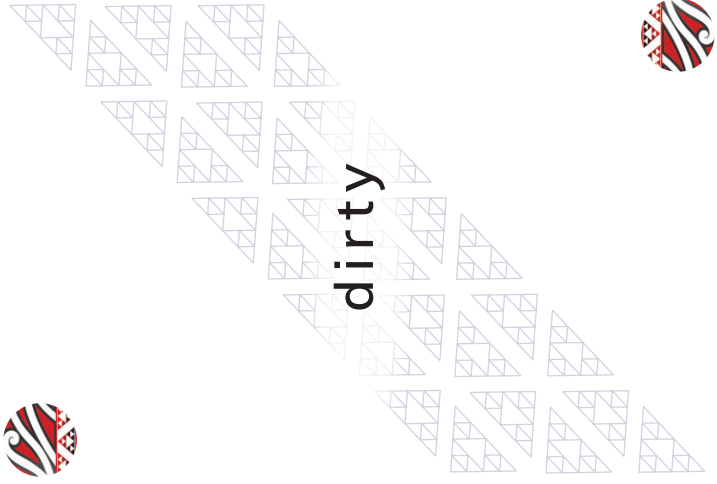
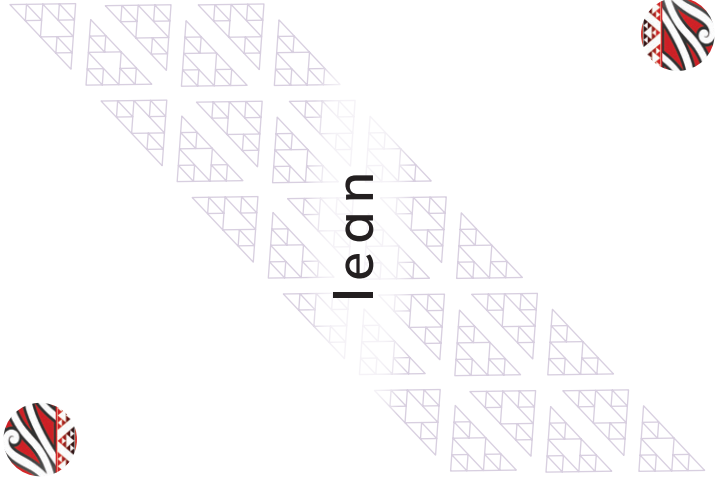
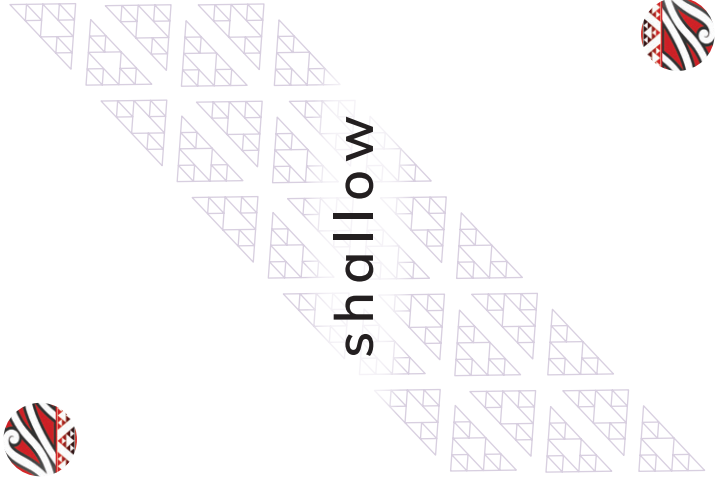
glow

slow

soft

tall

weak







think

careful

see

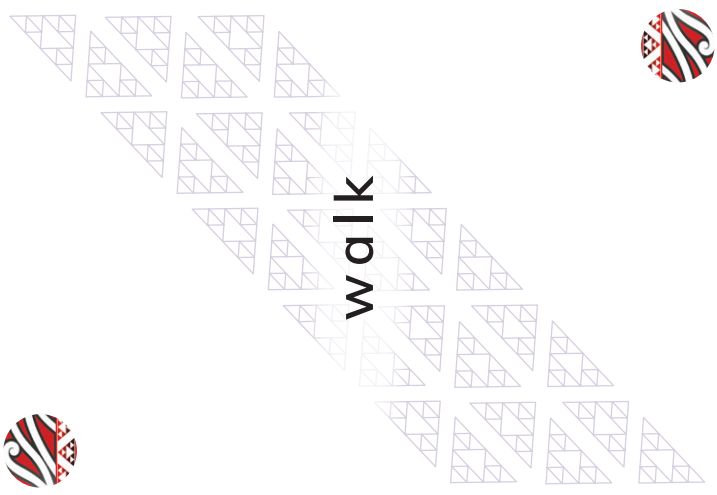
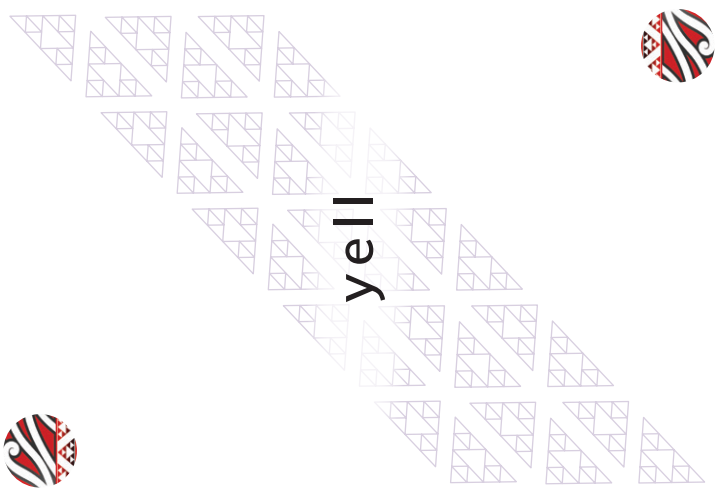
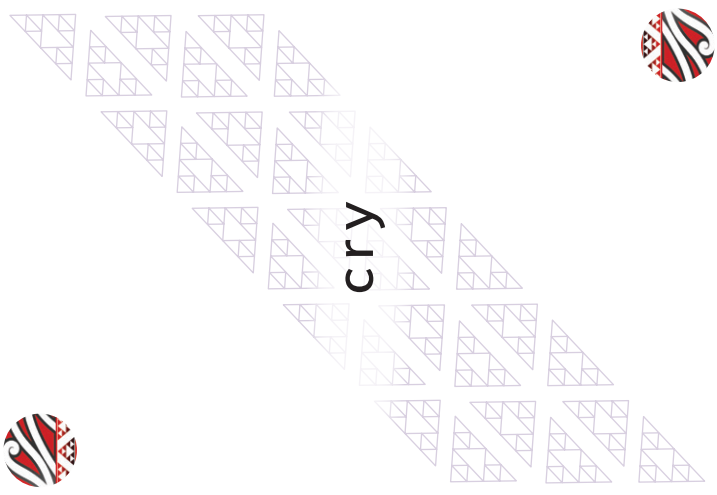
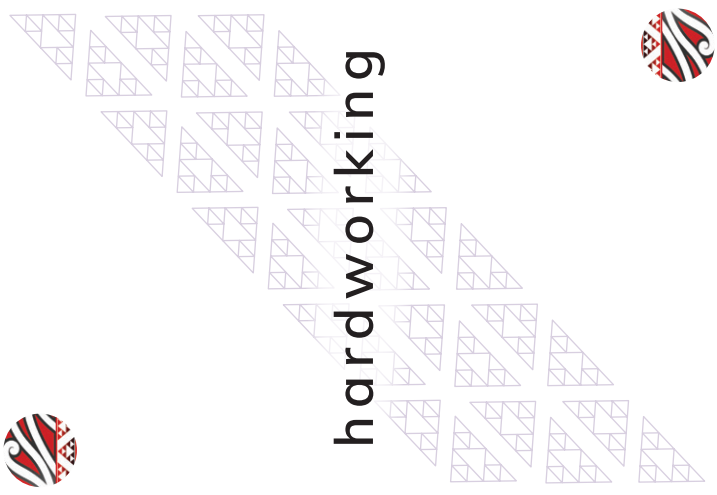
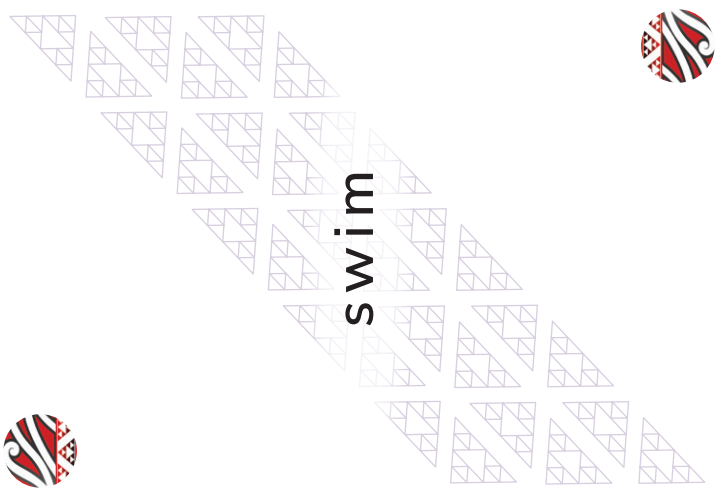
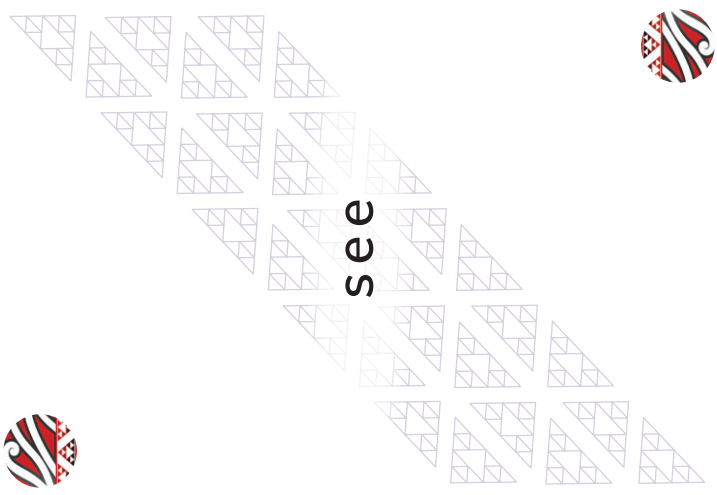
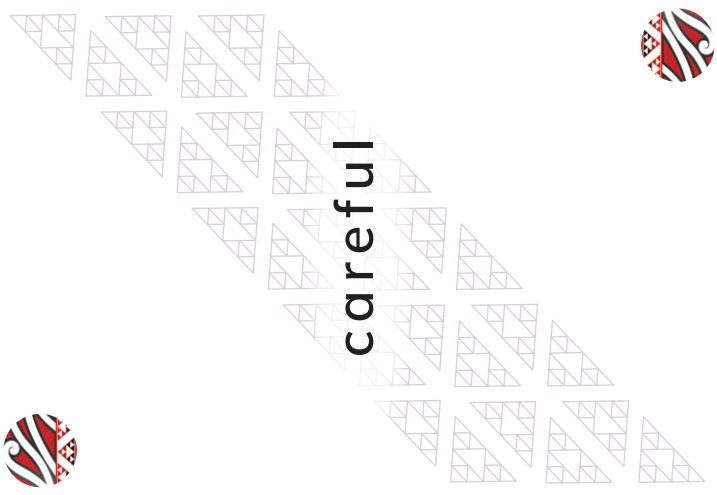
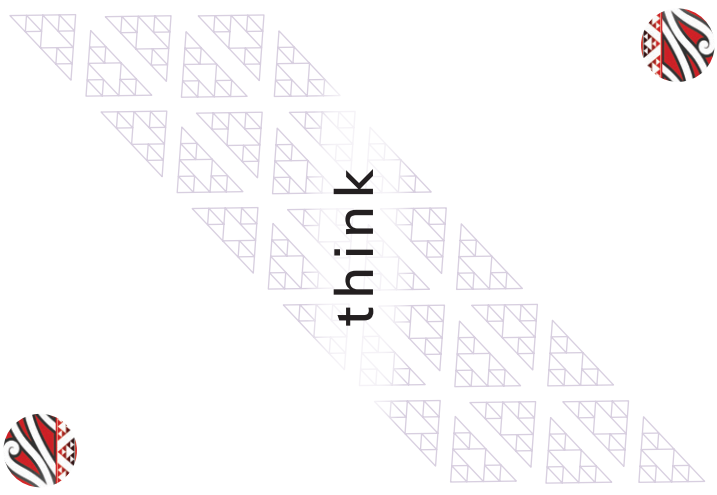
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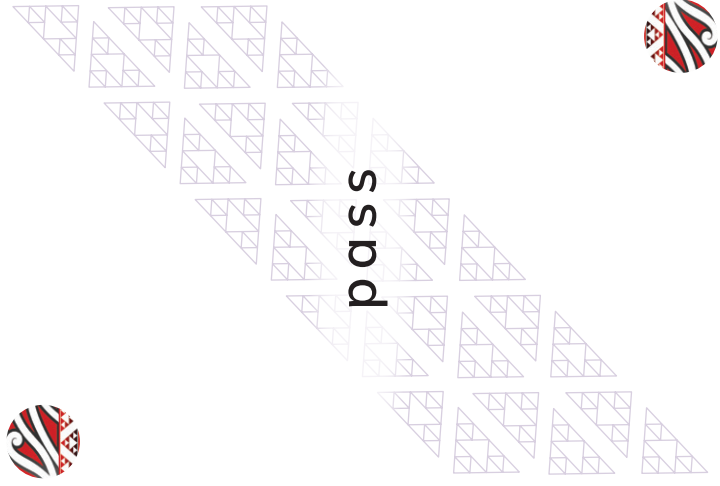
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yell

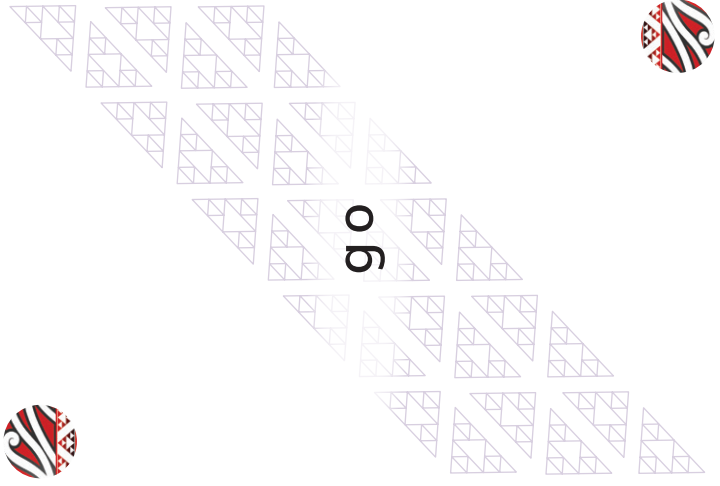
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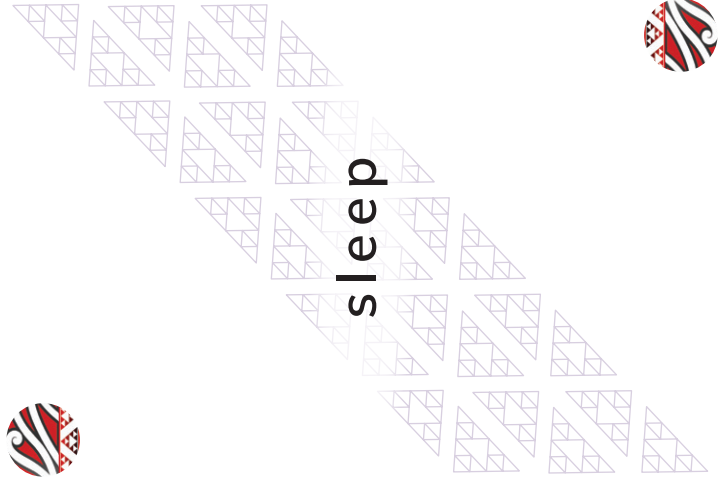




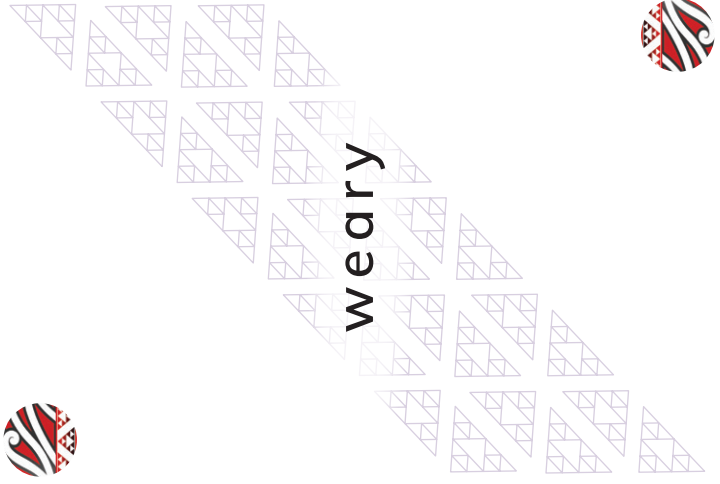
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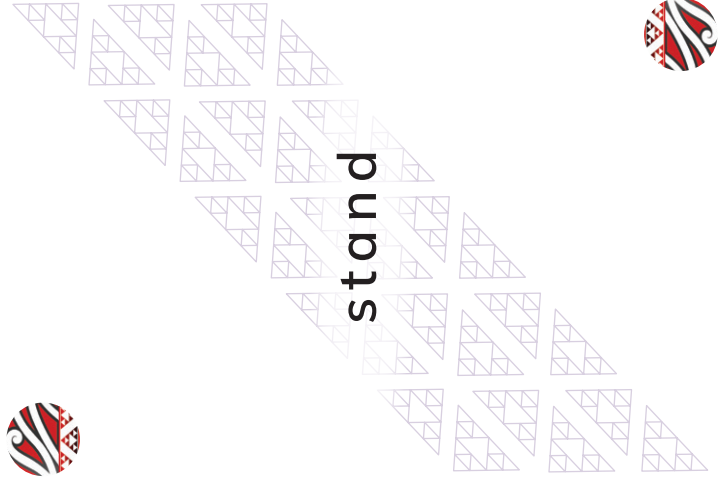
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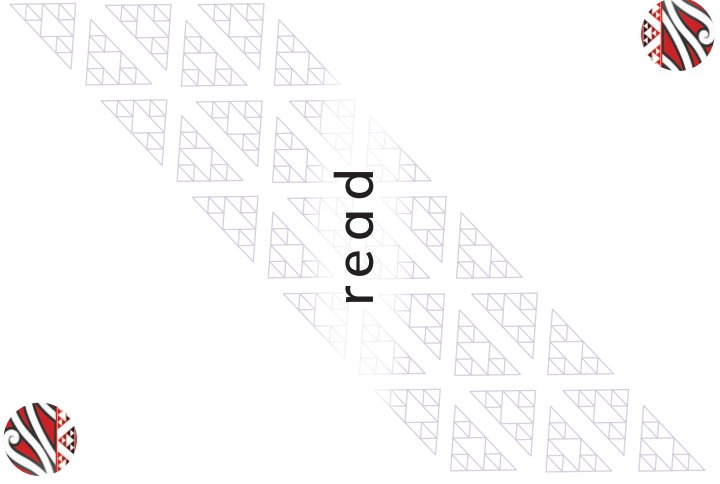
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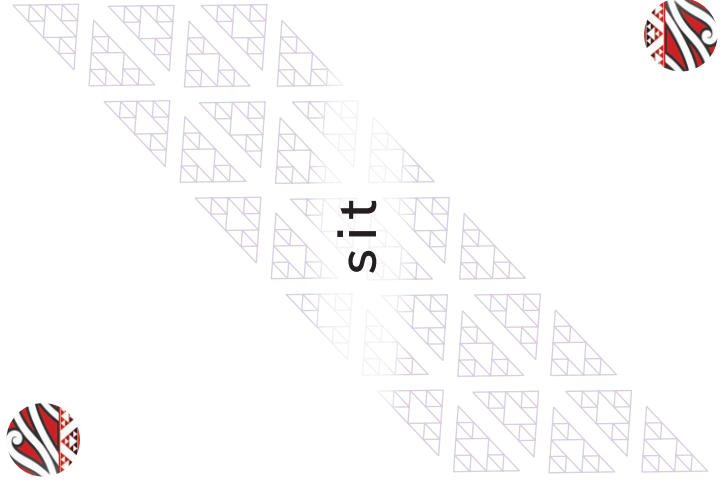
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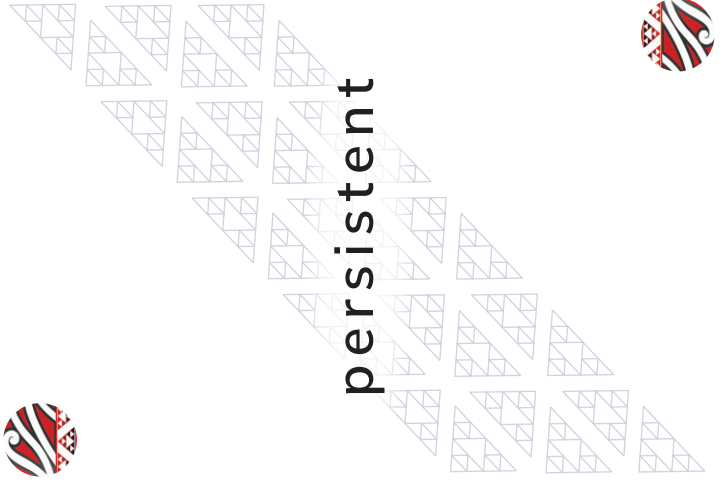
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read

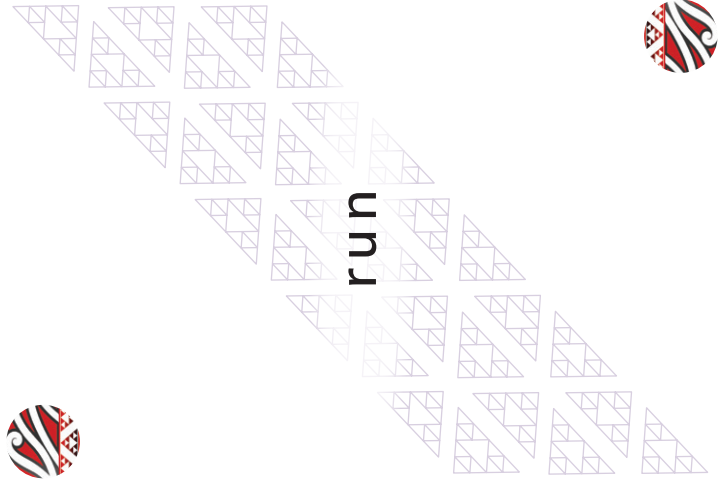


sit

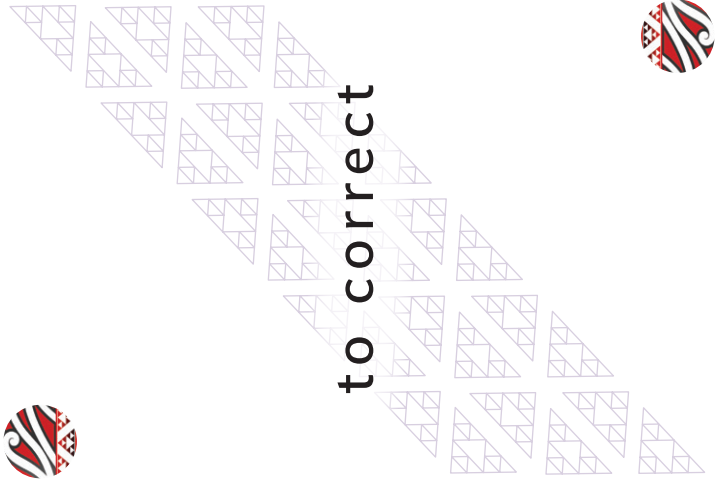


persistent

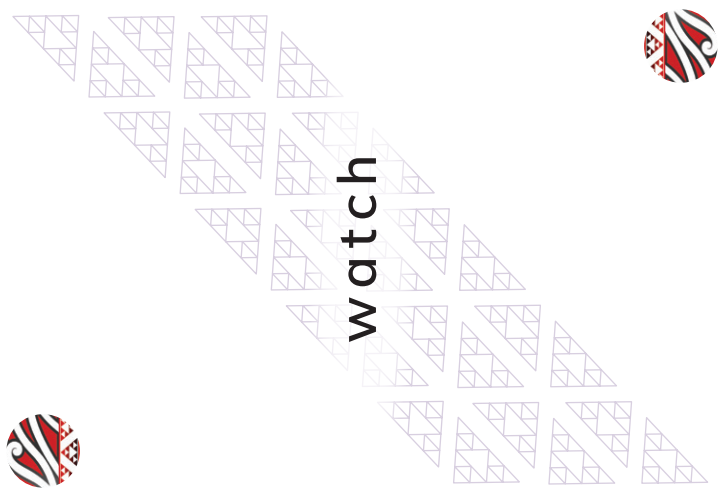




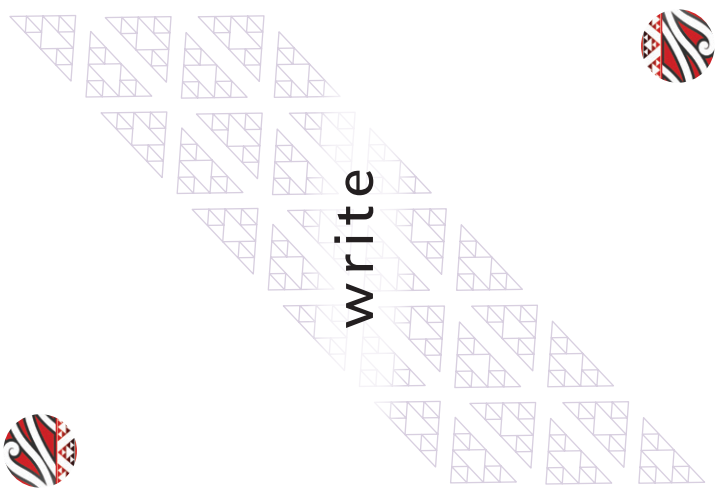
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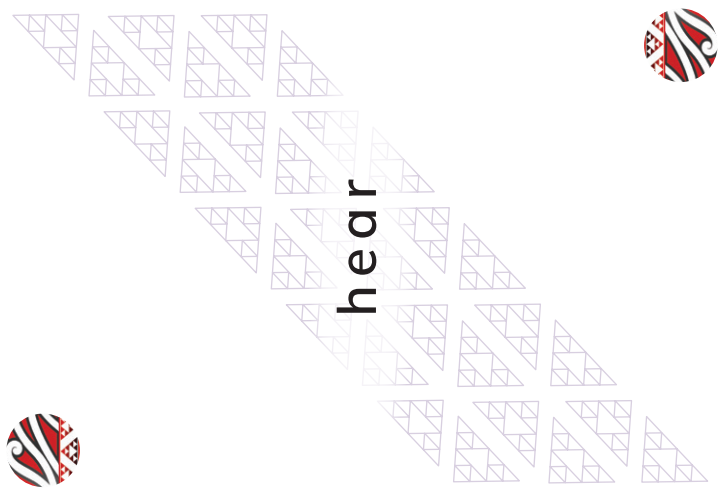
to correct



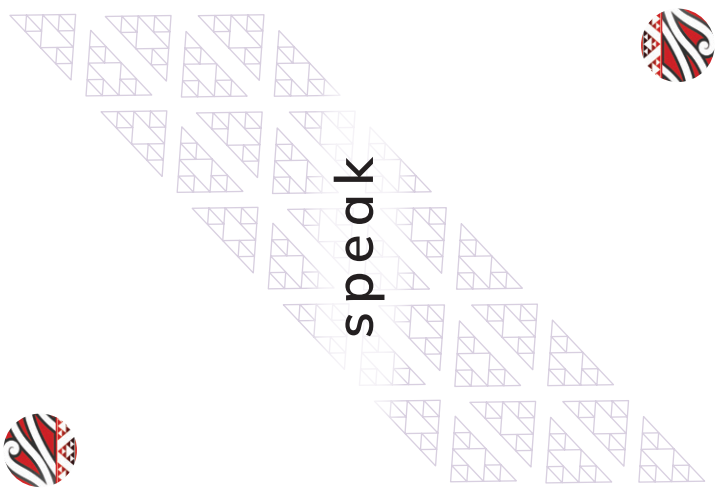
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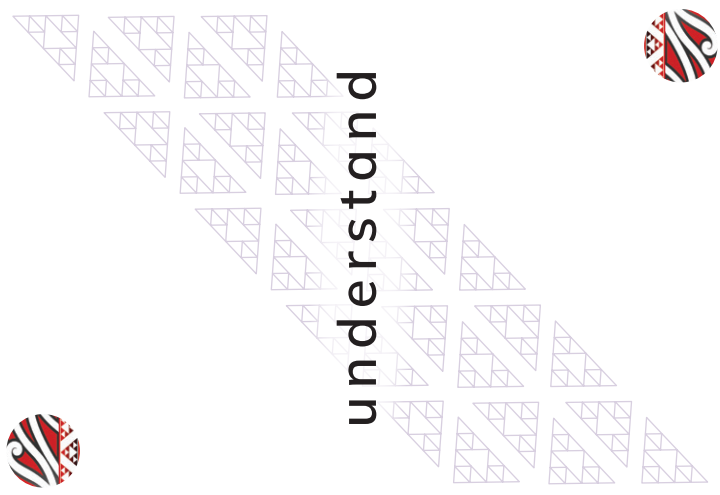
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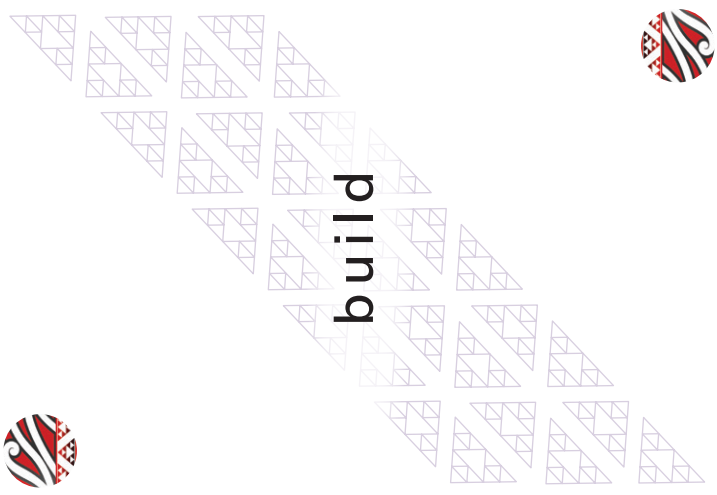
hear



speak



understand



build



catch

desire

text

tweet

sing

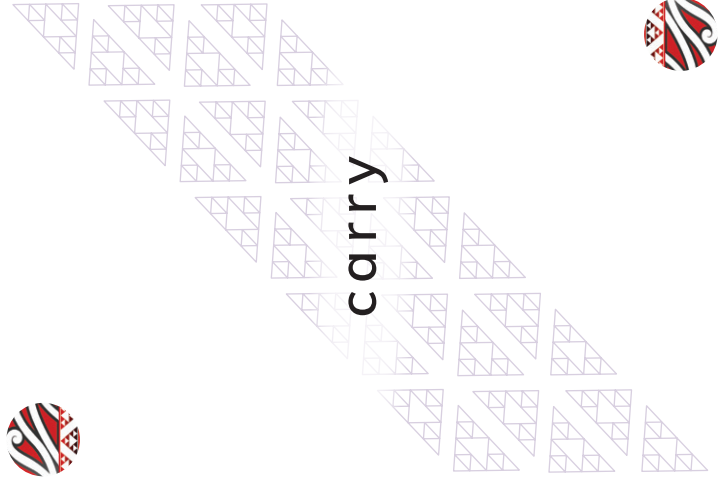
plug up

support

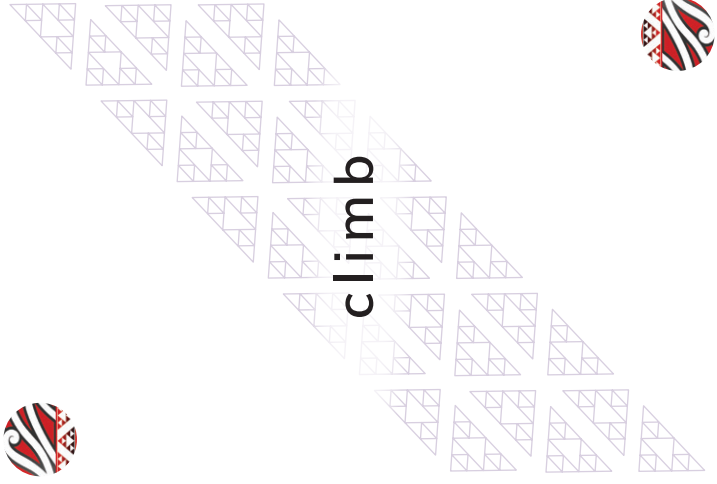
follow



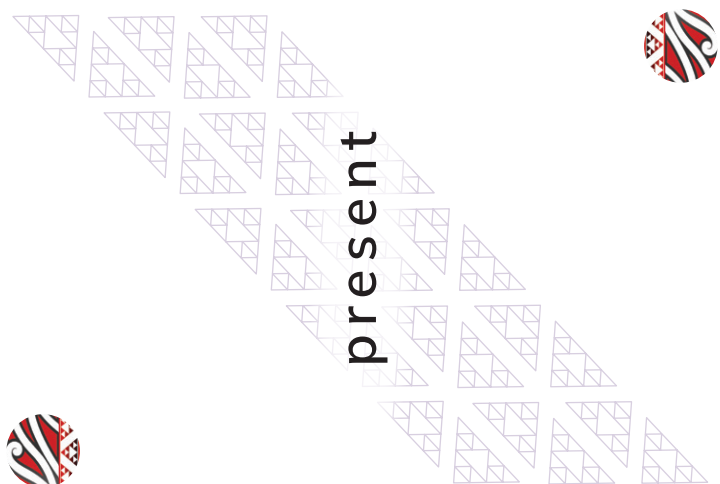




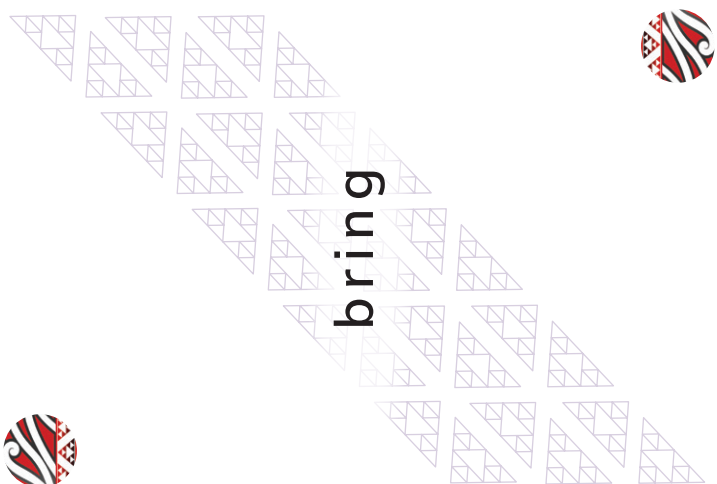
carry



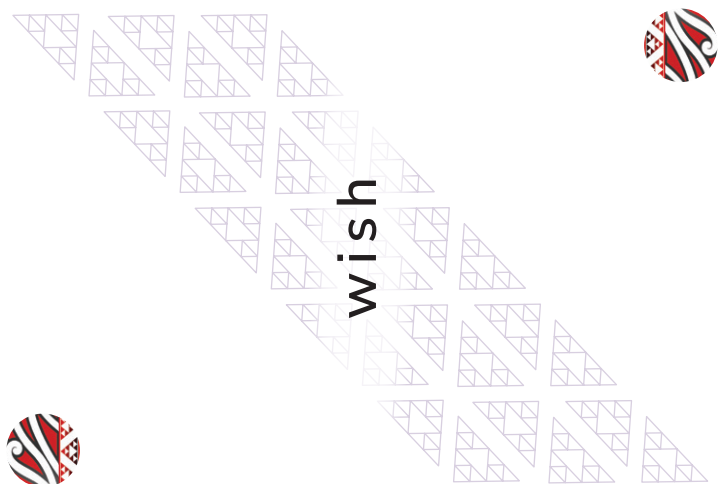
climb



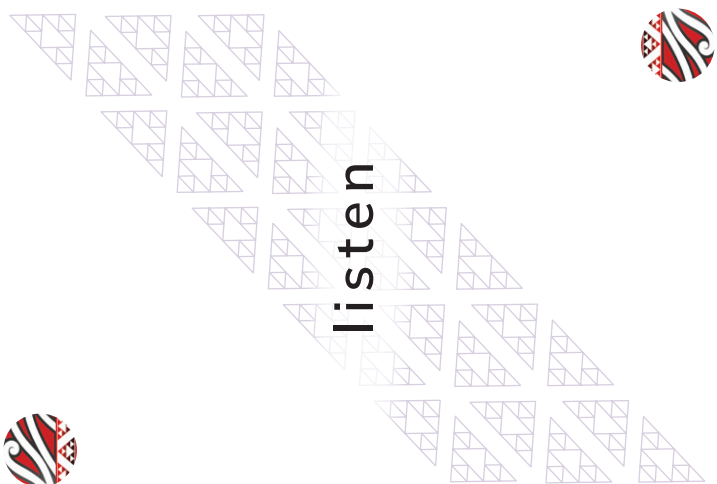
present



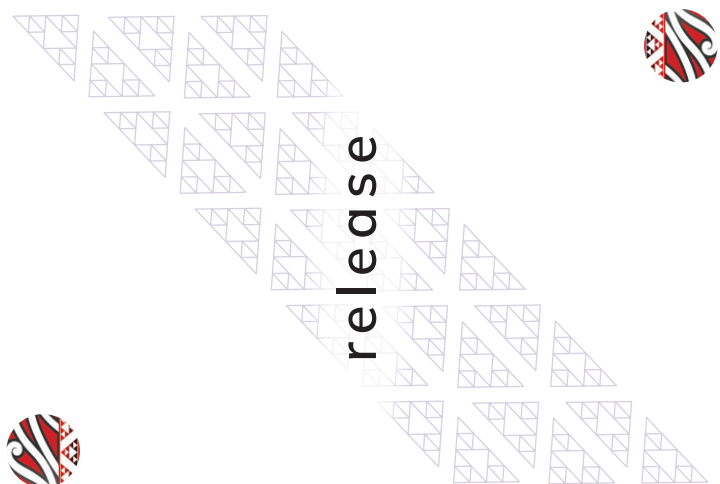
bring



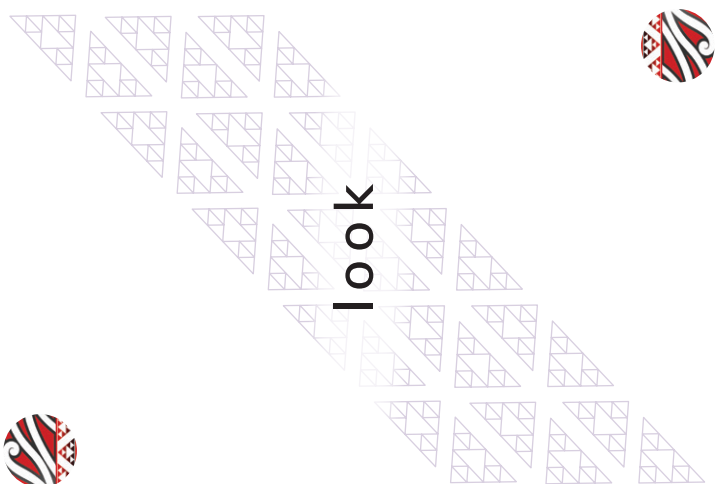
wish



listen



release



look

